Preface

As editor-in-chief, I would like to express my deepest gratitude to researchers around the world for their interest in IJREE and for submitting excellent manuscripts. In light of the amount and content of papers submitted since the publication of the last issue, it appears that researchers who seemed to have contracted due to COVID-19 are regaining their vitality and are actively conducting research on various topics.

This first issue of 2022 published four phenomenal research articles and one very informative research report in the development section.

The first article provides in-depth study results about the concerns of teachers at Swedish school-age educare centers when faced with calls for school reform related to digital activities in the age of digital transformation. The research findings provide what happens to teachers who actually implement digital-related innovations in their schools when digital transformation-related innovations are required, and what should be taken into account for government reform policies to be successful.

The second paper presents the results of a study on the influence of school culture and work-related emotional variables on the affective commitment of teachers in all day schools in Germany. Two authors analyzed data collected from 649 teachers using a structural equation model. This study is very interesting in that, like the regular classes, the quality of education also depends on the teachers.

The third paper investigated the relationship between motivation (intrinsic, extrinsic) and friendship processes (selection, influence) within an American college marching band. Using social network analysis, the study looked for evidence of selection but not influence on motivation. The authors also described unexpected findings in the context of highly specialized extracurricular activities.

The last article investigated how patterns of High Impact Practices (HIP) participation differ among students at Korean universities. The study also investigated whether there is an association between the likelihood of a student belonging to a specific group and their individual characteristics along with their university's supportive campus environment. Using latent profile analysis and multinomial logistic regression, this study discovered five distinct patterns of HIP participation. The study also found that family income and the level of student-faculty interaction determined the group a student belonged to.

Finally, one project report is presented in the development section. This project is funded within the "Framework Program for Empirical Educational Research" by the German Federal Ministry of Education and Research. This project was designed as a qualitative study divided into four phases and is currently in progress. We look forward to the final result.

I would also like to thank the IJREE editors and many reviewers who has made great efforts. With your support and dedication, IJREE has become a world-renowned journal in the field of extended education.

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